

**Texas Education Agency  
Standard Application System (SAS)**

<b>2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1</b>				
<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act			<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2016 MAR 29 PM 12:24 Document Control Center Grants Administration </div>
<b>Grant Period</b>	August 1, 2016, to July 31, 2017			
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016			
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency  1701 North Congress Ave  Austin, TX 78701-1494 </div>			
<b>Contact information:</b>	<a href="mailto:21stCentury@tea.texas.gov">21stCentury@tea.texas.gov</a>			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
Organization name	County-District #		Amendment #	
Houston Gateway Academy	101828			
Vendor ID #	ESC Region #			DUNS #
	4			1213613360000
Mailing address		City	State	ZIP Code
7310 Bowie		Houston	TX	77012
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Elizabeth McCarthy		McCarthy	Program Director	
Telephone #	Email address		FAX #	
713-540-3629	<a href="mailto:mccarthy@hgaschools.org">mccarthy@hgaschools.org</a>			
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Richard		Garza	CEO	
Telephone #	Email address		FAX #	
832-649-2700	<a href="mailto:garzar@hgachools.org">garzar@hgachools.org</a>			
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Richard		Garza	CEO
Telephone #	Email address		FAX #
832-649-2705	<a href="mailto:garzar@hgashools.org">garzar@hgashools.org</a>		
Signature (blue ink preferred)			Date signed

Signature (blue ink preferred)

Date signed

March 25, 2016

*Only the legally responsible party may sign this application.*

701-16-102-078

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

stated throughout this grant application.				
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	101828	Richard Garza	832-649-2700	\$751,171
	Houston Gateway Academy		<a href="mailto:garzar@hgaschools.org">garzar@hgaschools.org</a>	
Member Districts				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Houston Gateway Academy (HGA) is a Charter School in Southeast Houston. Our district currently has three campuses that serve over two thousand students. HGA serves a minority population in which ninety two percent of the students are Hispanic. The three campuses for which we are requesting funds, are campuses that serve a high percentage of economically disadvantaged students, with a high percentage of those students that are classified as Limited English Proficient learners. The 2015-2016 school year statistics revealed that over ninety percent of the students in each of our three proposed campuses are economically eligible for school wide interventions under Title 1, Section 1114. The three campuses that are suitable for the funds are in communities where the medium household income is \$42,447. The income per capita is \$28,940, which includes all adults and children. The data reviewed to compile the information for our comprehensive needs assessment, includes the Harris County Community Plans, reports to TEA, and the annual Campus Improvement Plans proposed by each of our campuses.

Funds from this grant will allow us to successfully offer after-school activities, summer programs and community services to over two thousand students and their families. Our current plans for the use of the after-school funding are to facilitate learning centers in all three of our campuses. HGA will conduct a minimum of 35 weeks of combined after-school and summer programming. Our proposal includes 35 weeks of programming, 5 days a week, for a total of 12 hours per week, during the fall and spring semesters. The program will be offered to the students from three of our campuses. It will also include an extended summer program consisting of a 6 week period, 4 days per week, with a minimum of 4 hours a day, which satisfies the 35 weeks and 12 hour requirement by the Texas 21st Century grant. This grant allows us to serve 510 regular students through our after-school programming, and 120 adult students in our adult learning centers.

Our program provides a wide variety of innovative and interactive programs and activities that facilitate improvement in academics, attendance, behavior, promotion rates and increased family engagement in the student's education. Our program is offered to students in grades Pre K-12th, with a pointed focus on our 3rd through 12th grade students. This proposal will also include providing adult education services that are designed to promote literacy and related educational development skills. Our adult education program will be offered four nights a week. The classes will include such programming as ESL classes, parenting class and financial literacy workshops.

All programs will be implemented by highly qualified, experienced staff and teachers, along with community partners, to help students meet state and local academic requirements. Utilizing innovated instructional techniques, the program will provide researched based learning opportunities that are focused on core subjects and aligned with the school day curriculum. Time to assist with homework completion, scheduled tutorials, enrichment activities, college and workforce readiness activities, and family and parental support services will be provided throughout this program, for targeted students and their families.

The overall goal of HGA's after-school program is to greatly reduce the risk of youth delinquency resulting from excessive idle and unsupervised after-school time. The program will offer the students and their families an option to obtain the tools necessary to graduate and proceed to college, or to gain the skills needed to join the workforce.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

HGA continuously conducts individual needs assessments to determine need and to improve targeted services to meet that need. We will contract with a qualified company to provide a complete evaluation of the overall program, and its success. The staff will be provided with relevant training opportunities and will implement changes in the program, as well as create activities resulting from those training sessions. Through the Advisory Committee, we will continue to evaluate the program to ensure positive results.

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 101828			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$628,151		\$628,151
Schedule #8	Professional and Contracted Services (6200)	6200	\$9,000		\$9,000
Schedule #9	Supplies and Materials (6300)	6300	\$16,500		\$16,500
Schedule #10	Other Operating Costs (6400)	6400	\$9,770		\$9,770
Schedule #11	Capital Outlay (6600)	6600	\$87,750		\$87,750
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$751,171		\$751,171
Percentage% indirect costs (see note):			N/A		
Grand total of budgeted costs (add all entries in each column):			<b>\$751,171</b>		<b>\$751,171</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements				
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$751,171
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 101828			Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>					
1	Teacher		36	36	\$369,690
2	Educational aide		3	3	\$54,000
3	Tutor				
<b>Program Management and Administration</b>					
4	Project director (required)		1	1	\$48,000
5	Site coordinator (required)		3	3	\$84,000
6	Family engagement specialist (required)		1	1	\$42,000
7	Secretary/administrative assistant				
8	Data entry clerk				
9	Grant accountant/bookkeeper				
10	Evaluator/evaluation specialist				
<b>Auxiliary</b>					
11	Counselor				
12	Social worker				
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
13	ESC specialist/consultant				
14	ESC coordinator/manager/supervisor				
15	ESC support staff				
16	ESC other-Teacher				
17	ESC other				
18	ESC other				
<b>Other Employee Positions</b>					
19	Child Care Provider		3	0	\$19,584
20	Title				
21	Title				
22	Subtotal employee costs:				\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
23	6112	Substitute pay			
24	6119	Professional staff extra-duty pay			
25	6121	Support staff extra-duty pay			
26	6140	Employee benefits			\$10,877
27	61XX	Tuition remission (IHEs only)			
28	Subtotal substitute, extra-duty, benefits costs				
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				\$628,151

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 101828		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Professional contracted evaluator for three (3) site centers	\$9,000
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
<b>b. Subtotal of professional and contracted services:</b>		\$9,000
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$9,000
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$9,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 101828		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$16,500
Grand total:		\$16,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101828		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$4,770
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires authorization in writing.	
Subtotal other operating costs requiring specific approval:		
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000
<b>Grand total:</b>		<b>\$9,770</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 101828			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2	Computers/Laptops	60	\$875	\$51,500
3				
4				
5				
6				
7				
8				
9				
10				
11				
<b>66XX—Software, capitalized</b>				
12				
13				
14				
15				
16				
17				
18				
<b>66XX—Equipment, furniture, or vehicles</b>				
19	Elmos & Projectors	30	\$1,175	\$35,250
20				
21				
22				
23				
24				
25				
26				
27				
28				
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				
<b>Grand total:</b>				<b>\$87,750</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>				
Category	Number	Percentage	Category	Percentage
African American	42	2.10%	Attendance rate	97.77%
Hispanic	2001	96.80%	Annual dropout rate (Gr 9-12)	0.001%
White	18	0.81%	Students taking the ACT and/or SAT	30%
Asian	4	0.21%	Average SAT score (number value, not a percentage)	1,217
Economically disadvantaged	1,857	90 %	Average ACT score (number value, not a percentage)	N/A
Limited English proficient (LEP)	872	42.21%	Students classified as "at risk" per Texas Education Code §29.081(d)	51.2%
Disciplinary placements	0	0%		

**Comments**

Click and type here to enter response.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	29	28%	No degree	8	7.8%
Hispanic	59	57%	Bachelor's degree	94	91.3%
White	7	7%	Master's degree	1	1%
Asian	8	8%	Doctorate		
1-5 years exp.	75	1%	Avg. salary, 1-5 years exp.	\$43,819	N/A
6-10 years exp.	15	1%	Avg. salary, 6-10 years exp.	\$56,284	N/A
11-20 years exp.	13	1%	Avg. salary, 11-20 years exp.	\$68,810	N/A
Over 20 years exp.	0	%	Avg. salary, over 20 years exp.	0	N/A

**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	341	225	203	182	133	144	107	172	158	152	98	71	46	33	2065
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	341	225	203	182	133	144	107	172	158	152	98	71	46	33	2065

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On this date:

By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each year, HGA has conducted the Campus Needs Assessment, based on feedback from administrators, teachers, parents, students, TEA reports and prior participants in after-school programs. Additional information was gathered from Campus Improvements Plans and TEA reports. Campus Improvement Plans were created by the school principal, and a task force that includes key faculty and staff (counselors, assistant principal, and social workers) as well as community members and partners. The TEA reports are a compilation of the local schools' statistics stating the schools' promotion rates, subject pass rates, dropout rates and at-risk data. HGA, other community based organizations, local police and health care providers participated in developing our community plans.

Established on information gathered and analyzed from other organizations that offer after-school programs, such as the YMCA and the Boys and Girls Club, we have found that most do not offer academic based programs. Additionally, the fee-based programs available to families in Harris County are primarily focused on reaction, and provide little or no academic enrichment nor family engagement activities that will lead to educational development opportunities.

Based on our Campus Needs Assessment, over 90 percent of the students from our three campuses that are included in this grant have been identified as economically disadvantaged, and do not have the financial resources to attend fee-based out of school services or summer programs. In our review of the community needs, we found that most charter schools do not offer after-school or adult assistance programs.

This proposal demonstrates HGA's commitment to providing out of school programming that will be focused on creating a safe and healthy environment for students to learn and grow. Our goal is to improve participating students' academics, attendance, behavior, promotion and stay-in-school rates, and also promote family engagement in the school. In addition HGA will provide programs dealing with bullying and drug awareness and prevention.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	Provide a safe and supportive learning environment, implementing innovative TEKS-aligned, hands-on instruction that will complement the regular school day. We will provide homework assistance, small group instruction, tutorials and personal activities designed to fully engage the students.
2.	Improve Attendance	By offering high interest enrichment courses and activities, the students are more willing to participate in the program. We will provide the students and parents with surveys to see what courses they would prefer, and then introduce their choices into our programming.
3.	Improve Behavior	Activities will include character education, youth development, leadership training, and substance abuse prevention. Additionally, there will be a focus on addressing techniques for effective conflict resolution, social skills enhancement and improving self-esteem.
4.	Improve Promotion Rates	Site coordinators and teachers will target students at risk of grade retention, and tailor schedules as necessary for additional support. Students will be presented with opportunities that connect what they are learning in the classroom with real life experiences and potential workforce opportunities. Success will come from supporting an after-school program that fosters academic strategies.
5.	Improve Graduation Rates	Implement methods to support and increase the students' families participation in literacy and academic activities, which will serve to strengthen the students overall educational experience, thus improving graduation rates. Strategies that will encourage students to stay in school and eventually graduate, include offering guidance on college/career readiness, academic improvement, parental involvement, and enrichment activities centered on career clusters.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	We will hire a Project Director that has previous experience managing an academic after school program. They will provide oversight and guidance to the program, and will oversee our three centers, the three site coordinators and the Family Engagement Specialist. Our Director will conduct ongoing site visits to each center and meet with the coordinators and the Family Engagement Specialist to ensure compliance regarding grant procedures. The Project Director will also work with TEA'S 21st CCLC Technical Assistance Coordinator to implement the TEA recommendations and guidelines. They will attend all required training and conferences.
2.	Site Coordinator(s)	The site coordinator for each of the centers will be responsible for recruiting and enrolling students, ensuring program delivery, working with the Family Engagement Specialist, and reporting on the students' achievement levels. The coordinator will need to be knowledgeable on creating TEKS- aligned activities and have the ability to collect and enter information into a data management system on a regular basis. The coordinator will attend training to ensure compliance with the grant
3.	Family Engagement Specialist	HGA's Family Engagement Specialist will work with the site coordinators and Project Director to continue to create effective adult family member programming. This will include class assessments, and planning and coordinating activities for both students and parents. The Family Specialist will have experience in assessing barriers, such as child care needs, and then developing solutions to those obstacles.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Enhancing the quality of the program	1. Hire the staff as identified by this grant.	06/01/2016	08/01/2016
		2. Form an advisory board	06/01/2016	08/01/2016
		3. Create activities based students' needs	07/01/2016	08/01/2016
		4. Secure openings for students that demonstrate the most need	07/01/2016	08/01/2016
		5. Attend training made available through this grant	07/01/2016	07/31/2017
2.	Build Relationships and expand resources	1. Pursue partners that can supplement the program	07/01/2016	07/31/2017
		2. Build on our volunteer base.	07/01/2016	07/31/2017
		3. Seek donations such as: snacks for the students	07/01/2016	08/01/2016
3.	Promote the After School and Adult Education Program	1. Communicate with the teachers and parents	07/01/2016	07/31/2017
		2. Place posters promoting the after-school program	08/01/2016	07/31/2017
		3. Obtain partners that will refer adult students	07/01/2016	07/31/2017
		4. Hold events at the campuses to promote the program	08/30/2016	05/31/2017
		5. Place ads in local newspaper	07/01/2017	07/31/2017
4.	Enroll both regular and adult students	1. Collect regular student applications	07/01/2016	07/01/2017
		2. Conduct student and parent surveys	07/01/2016	07/01/2017
		3. Collect academic history from students	07/01/2016	07/01/2017
		4. Perform pre-evaluation on all students	07/01/2016	05/31/2016
		5. Collect student assessments	07/01/2016	07/01/2017
5.	Evaluation and improvement of the program	1. Evaluate students' pre and post testing scores	07/01/2016	07/31/2017
		2. Work with regular day teachers to identify the students' needs	07/01/2017	07/01/2017
		4. Set up timely meetings with all stakeholders to conduct continuous evaluation of the program	08/01/2017	07/31/2017
		5.		

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Surveys of students, parents, teachers, and other pertaining staff members are conducted on a regular basis, and used to assess the program and to make necessary changes to the activities and to the curriculum. Data reported to TEA, including student and adult family member participation, grades, attendance, behavioral records, pre and post testing, and standardized test scores, will be evaluated to ensure that students are participating in the classes that best benefit them. The Advisory Committee will evaluate and analyze the data, and recommendations will be made to teachers and parents. The progress of the students' success will be reviewed with the parent and the student, along with the homeroom teacher. All test scores, student and parent evaluations, meeting notes and teacher evaluations are documented and made available for TEA and other stakeholders to review. The Director will hold monthly meetings with the teachers, weekly meeting with the Site Coordinators, and regular meetings with other stakeholders to ensure that any changes necessary are communicated. Quarterly progress reports will be made available by the site coordinators and the Family Engagement Specialist. Those reports will allow all parties involved to guarantee that our goals and objectives are being met.

The Director of the program and the site coordinators will attend conferences on a regular basis to make sure that we are up to date on any changes to the programming.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HGA intends to continue the 21st CCLC Project well beyond the grant period. We have proven our capabilities in obtaining, maintaining, and reporting long term state and federal funds, and have vast experience in diversifying funding streams to allow for sustaining continuous services with our existing resources.

We will ask each of our partners for not only financial assistance, but also for support in providing volunteers. The HGA development staff plans to aggressively pursue foundation dollars to fund the continuation of the program. Making our local, state and federal agencies aware of the need for programs of such caliber is the key to obtaining the necessary funding.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	State of Texas Assessment of Academic Readiness (STAAR) passing rates.	1.	An improvement in overall STAAR test scores
		2.	
		3.	
2.	Student's attendance records	1.	An increase in the district's ADA
		2.	A decrease in the amount of students reporting tardy to school
		3.	Increased participation in out of school activities
3.	Behavior referrals	1.	A decrease in the amount of discipline referrals
		2.	A noticeable increase in students' self-esteem
		3.	
4.	Promotion rates	1.	A decrease in the amount of students being retained in the same grade
		2.	An increase in the amount of students taking dual credit courses
		3.	
5.	Graduation rates	1.	Increase in the amount of students graduating
		2.	An increase in the amount of students applying for college
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This project will use both quantitative and qualitative methods of collecting data to measure performance. The Project Director will collect qualitative information during formal and informal site visits and evaluations, which will be performed at least once a month. The Director will also send out and then analyze the surveys that have been sent to parents, students and vendors to monitor the progress and interests of each student in the program. Those surveys will be sent out at the beginning and at the end of each term year. They will review the data that has been entered into the Texas 21st Century system to make sure that we are complying with the guidelines that have been set for the ACE program, including attendance and student grades. The Director will also review the pre-testing and benchmarking scores to ensure that the students are benefiting from the program. Applications and teacher referrals will be used to target students of high need. HGA will use the materials and forms, such as the Compliance Observation and other assessment tools made available to us through this program. All data will be used to rate the quality of the program. The Site Coordinators will collect and enter the necessary student data into the Texas 21st system. They will also be responsible for collecting data on the meetings and trainings that take place during the program. All parties will use the district's PEIMS Coordinator to obtain school attendance records, grades and all other pertinent information needed to evaluate the students' progress.

We will offer the program at our three campuses. We will serve over 510 students over the fall, spring and summer. The program will be a comprehensive, 4 day a week structured program that will last for 35 weeks and will include 6 weeks in the summer. Each enrichment based, TEKS-aligned activity will be two hours long. We will serve at least 120 adults in the program offered to parents during the fall and spring. The adult classes will be offered for 2 hours, 4 days a week. We will hire an independent evaluator that is familiar with all the requirements and guidelines set forth for the Texas 21st grant. The evaluator will be involved from the start of each year, and works closely with the Project Director. Together they preform site visits throughout each campus in order to better evaluate the program. The quantitative data collected including pre- testing scores and benchmark results are provided to the evaluator so that they may be able to analyze the students' progress and the success of the program. If the evaluator encounters something that they see as a concern, it is reported to the Director, and those concerns are addressed during our monthly teacher and committee meetings. At the end of the year, a detailed report is provided to the district and to the Texas 21st group. The evaluator will also survey the administrators and other stakeholders of the program.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Programming-The students will be offered inquiry-based learning programs that integrate hands-on-activities into the process. These activities are not often offered in traditional after-school programs. The student activities will consist of homework assistance, small group tutorials and academic enrichment opportunities in the core subjects of reading, math, science and social studies provided by certified teachers and center staff. Throughout the school year, each program will provide no less two hours of academic support. Each of the activities offered will involve grade-level appropriate lesson plans that are TEKS aligned, and emphasize the skills necessary to make the students ready for college and the workforce. The program will be 35 weeks long, with a minimum of 12 hours per week. Our program will also include a six week summer program. Family engagement activities such as financial literacy, ESL classes, Adult Basic Education, parenting, health and wellness computer literacy and workforce awareness will also be offered throughout the school year. The Adult program will be offered four days a week, for two-three hours each of those days. Our three centers will serve at least 510 students and 120 adults within the first year. We expect our numbers to increase in the second and third year of funding.

Student Safety-Each student will be asked to fill out an enrollment sheet to make sure that we have the required information needed in case of an emergency. The students will be dismissed from their school day classes and then directed to the HGA- ACE program located at their home campus. A snack will be provided to each student that participates in the program. The Site Coordinators will work with teachers and staff to create and maintain a safe protocol for dismissal. HGA will obtain the necessary parental consent forms needed prior to the child being enrolled in any off campus activities or field trips.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HGA has three campuses in its district, with each campus located within 10 miles of each other. Our charter school serves over thousand students. Our After-School Program will target the students that currently attend our charter school. Our goal will be to enroll the students from grades 3rd through 12th who have demonstrated the highest academic and behavioral need. Our After- School Program Director, along with their site coordinators, will work with our students' homeroom teachers, counselors, and other staff to communicate pertinent information about the After School Program. Communication between the students' regular school day teachers and the after-school staff will help determine which students have displayed the uppermost need for the program. We will also post bulletins throughout all our campuses introducing and encouraging students to enroll in the program. HGA has a newsletter that is published each month, informing students and parents of additional learning opportunities. This newsletter will also help us to keep the students and parents informed of any program changes and developments.

Our Family Engagement Specialist will work with HGA's staff and local community centers to promote our adult programming. Our adult programming will be open to all adults within the community. We will place an advertisement in our local newspaper, both in English and Spanish, to inform readers of all the free adult services that we will be providing.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HGA will be balancing both the creative activities we offer, with the needs of the specific students we serve, in conjunction with the four components laid out in the Texas ACE Blueprint. HGA's program will offer activities that will improve academic achievement, provide educational enrichment, encourage family and parental support and contribute to college and workforce readiness. Our program will help prepare our students and parents for higher education possibilities, as well as enhanced employment opportunities. The program will offer a variety of different academic and personal enrichment activities that are TEKS-aligned. Using the Campus Improvement Plans from each center, along with pre and post testing, we will create activities that are both educational and essential to the student's academic development. The centers will offer academic assistance programs designed to challenge high achieving students and provide additional assistance for those students that need the extra help.

Prior to beginning the program, the students and parents will be offered a survey that allows them to have a voice in their own education process. The methods of pre and post testing will be used to measure progress, identify targeted areas needed for improvement and provide continuous enhancement to the individualized plans, ensuring that each student improves academically. Tutoring by highly qualified, certified teachers will provide additional academic support and enable students to have a personal relationship with a caring adult mentor. The variety of adult classes we offer will allow our student's parents to improve their lives, which directly impacts and motivates students to stay in school and excel in their classes.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each of our after-school centers have identified federal, state and local resources that will supplement activities supported by the 21st CCLC funds. First, each center will tap into the federal free and reduced lunch program to secure a snack for the students attending the after-school program. Additionally, the lunch program will provide free lunches to the students that participate in the summer. By using unrestricted funds, HGA will provide some of the supplies, offer field trips, and supplement other items not presented in this grant budget.

Through HGA's after-school Initiative, we will have the opportunity to access local dollars provided by private businesses to support professional development for the after-school staff.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At each center, the campus improvement plan is the guide for establishing specific academic assistance, as well as for providing student enrichment activities. To address different learning styles, centers will offer different academic assistance programs that challenge high-achieving students and provide additional assistance to students in need (Wagner 2003). Centers will offer a diverse array of activities to give choices to students and maintain interests and engagement in the program. Student achievement is most likely impacted when after-school activities reflect students' interest (After School Alliance, 2005). HGA will provide each site with a student interest survey to give students a voice and a choice in their educational experience.

HGA will ensure that all activities, including enrichment, are TEKS-aligned. HGA will hold monthly collective meetings for site coordinators that allow for information sharing, training and networking. Training on integration of academic content, and methods for linking school day achievement goals into the after-school lesson plans, will be included in our collective meetings.

At the collective meetings, HGA staff will share free online resources that can support the development of academically based after-school activities. Each online resource offers guidance to educators in different academic disciplines, as well as specific areas related to college readiness and career readiness requirements.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☒ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Houston Gateway Academy is an open enrollment charter school that serves over two thousand students. Our District has an adequate amount of students to reach our goals, both for regular and adult students. Although we do have many partnerships with local agencies and community based organizations, we feel that our student goal will be reached entirely by the students that we serve. We are working with our partnerships with local agencies and community based organizations to reach our attendance goals for the adult program. The adult programming will be conducted at our centers proposed in this grant.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Gateway Academy will provide a year-end evaluation for each of the three centers. The evaluations will be conducted by a professional external evaluator. The evaluator will work closely with the entire staff at the start of the program. This will allow the evaluator to properly monitor the projects progress and end result of the program. The results will be made available to all stakeholders, including TEA, to guarantee the success of the program for the grant period and beyond.

In addition to the end of the year report, quarterly reports will be prepared and submitted by the site coordinators and the Family Engagement Specialist. These reports will be presented to the Advisory Council and the Grant Management Team. The reports will provide a detailed analytic comparison of all program activities, including student post-test scores in content areas, grades, attendance, and academic achievement. The reports will also evaluate how well the program meets the proposed objectives. All programs including our adult education program and its activities will be examined, and recommendations will be made for program modifications, as necessary. In general, the evaluation will examine how the program has impacted the school, community and classroom. The quarterly reports will allow parents, community residents, students, school staff, HGA administration, and others to receive feedback on the success of the project, and develop strategies to make adjustments to address issues and problems. They will outline attendance in the programs, interim assessment data for students and adults, comments from program participants, and observations by the coordinator and other staff.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

By utilizing the Texas ACE Four Component Activity Guide and strategies proven in current programs, this project will improve academic achievements by offering innovative, scientific based educational activities that complement school day instruction. This will include homework assistance, small group instruction, tutoring, and project-based learning. Activities utilize scientific based software and innovative proven instructional materials to increase reading skills, improve math application and promote interest in science studies concepts. Age appropriate curriculum and resources will enable students to achieve increased academic levels, which promote positive self-esteem. Additionally, HGA will actively engage students in S.T.E.M activities and relate these subject areas to career specific activities. Studies will be able to discover how science, technology, engineering and mathematics intertwine in the real world applications. The foundation for success for students and their families will be established by utilizing innovative and interactive instructional techniques for academic and enrichment activities that are aligned to the school day curriculum and TEKS. Pre and post –testing will be conducted to measure progress, identify target areas needed for improvement and provide continuous enhancement to the individualized plans, ensuring that each student improves academically.

Academic enrichment activities will provide positive social, cultural and recreational experiences that will enrich and expand students' understanding of life and community involvement. Real life examples will be incorporated to solidify the learning experience by providing students with situations to which they can relate.

Family engagement services and activities will help increase parental participation in the educational and social progress of the students. With the opportunity to attend academic activities, adults are able to improve their lives, which directly impacts and motivates students to stay and excel in school. Studies show that students' progress is related to the literacy level of the parents and to the parents' involvement and interest in their child's education.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Gateway Academy has been a successful Charter School for over twelve years. Many of the programs we offer require the assistance of our volunteer team. HGA has been able to recruit hundreds of volunteers. Our volunteer team is made of parents, grandparents, community workers and community leaders. HGA does background checks on all of our volunteers, according to TEA's requirements. We provide a training program for the volunteers that allows us to share our vision and our goals with each of them. We have also used retirees, especially those that have been in the education field, to help us in our mission.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

HGA employs multiple strategies to implement and sustain successful out of school time programs that have demonstrated their effectiveness, and exhibited a continued need in their surrounding community. Beginning in year one, each of the three centers will pursue a sustainable partnership that will assist in continuing programming once the grant funding ends. HGA is working with local partners and foundations, such as the Walton Foundation, to secure funding for this program. Furthermore, each individual school district receives training on finding sustainable options for programming. This includes the using of district title dollars, leveraging local funding and creating service opportunities on behalf of the program.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID:

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Community and parent involvement is integral to the success of our after-school program. Our children spend many hours in school, and the importance of developing an after-school program that really works is very important. We have created a community advisory council that assists us with planning the activities we offer in our after-school program. They also help us with gathering the pertinent information that we share with all our stakeholders. Our advisory council includes teachers, administrative staff, community members and parents. An advisory council will be specifically formed for the after-school program. The council will continue to work together even after the funding of cycle 9 has ended. We will have an after-school director who monitors all test scores, student and parent surveys, and any other data submitted to TEA throughout the year. One of our goals is to ensure that we are continuously delivering a program that produces positive academic results, while also keeping the students engaged. All reports made by the site coordinators and external evaluator will be made available to all stakeholders. Any changes considered to be in the best interest of the students, will be made throughout the course of the program.

County-district number or vendor ID: 101828

Amendment # (for amendments only):

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All proposed sites will offer a variety of activities that will address each of these four core components; improve academic performance; provide enrichment based activities; encourage family and parental support; and provide college and workforce preparation. The activities will be at least 45 minutes long, and will incorporate enrichment based activities that are TEKS- aligned. The program will be 35 weeks long and will include a 6 week summer program. We will offer the program to at least 510 students. Prior to the start of the program, our Development Team will secure community involvement. They will ask for both financial and volunteer support for the program. HGA's Project Director, Site Coordinators, and Family Engagement Specialist will work tirelessly to design activities based on the data collected from student's test scores and student and parent surveys. The activities will target the highest needs, and will be designed to give the students the highest probability of increasing their academic and social abilities. HGA's goal is to offer activities that will provide a safe, fun learning environment. The staff will announce the continuation of our successful program to all the stakeholders, parents, teachers and students. Enrollment will begin and each student will be required to sign up for the program. A test will be provided to each student, and will be used to identify the students with the highest needs. Teachers and parents will also be consulted to help identify those students. The students will then be placed in activities based on their needs, and availability. Benchmark tests will be performed on each student throughout the program to identify their progress, and any changes needed will be made after those tests. Changes that need to be made to the activities offered will be determined based on the students' scores. All activities will require a sign-in sheet, and those sheets will be made available to TEA upon request. The attendance will be monitored to ensure that we are meeting the required attendance numbers and academic goals. The students, teachers, parents, and other stakeholders will be surveyed to monitor the progress of the overall program. An external evaluator will also be involved at the start of the program, to help enable the success of the program. Any changes suggested by the evaluator will be discussed and taken into consideration at our weekly meetings. A calendar listing the meetings and other professional opportunities will be made available to all parties involved. The Project Director will meet with the Site Coordinators, teachers and other stakeholders involved, on a regular basis, to ensure compliance and success for the program. The Director will perform site observations on the teachers to be sure that student participation and teacher performance is meeting TEA and HGA's standards. Development opportunities will be made available to all the staff involved in the HGA-ACE program. Throughout the grant period, our Family Engagement Specialist will create effective adult family programming, and will communicate the importance of parent involvement. The HGA-ACE project will also include 35 weeks of adult activities such as ESL, financial assistance and parent-teacher relationship building. These programs will also be offered for 6 weeks in the summer. The Director will make sure that all information reported to TEA will be timely and correct.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101828		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Center Number: 1</b>	<b>Center Name:</b> Houston Gateway Evergreen		
<b>9 digit campus ID#</b>	101-828-101	<b>Distance to Fiscal Agent (Miles)</b>	0
<b>Grade Levels to be served (PK-12)</b>	PK-8th		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			170
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			120
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.			
<b>Center Number: 2</b>	<b>Center Name:</b> Elite College Prep Academy		
<b>9 digit campus ID#</b>	101-828-002	<b>Distance to Fiscal Agent (Miles)</b>	0
<b>Grade Levels to be served (PK-12)</b>	Pk-8th		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			170
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			120/at the Evergreen location
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101-828-002

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 3****Center Name: HGA Coral Campus****9 digit campus ID#**

101-828-001

**Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

PK-12th

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

170

**Number of Adults (parent/ legal guardians only) to be served:**

120/at the Evergreen location

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 4****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**TEA Program Requirement 3a:** Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Gateway Academy is in compliance with ESEA section 1114 as a school wide program. As a successful charter school for over twelve years, we understand the rules and regulations set forth by TEA under the code 29.081.

All of our centers have conducted a comprehensive needs assessment of our district, based on information on the performance of children in relation to the state content standards and the state student performance standards described in section 1111(b)(1).

We will offer a combined variety of resources, and use them to enhance teaching and learning during the regular school day, and in the after-school program. Our plan is to address and meet the specific needs of students through diverse, coordinated services

HGA will use school-based decision making to design and implement site-specific strategies. We will also make parents and community members full partners in learning by involving them in the planning of programs, such as the after-school and summer programs.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**TEA Program Requirement 3b:** Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will have three campuses that will participate in this program, however we will select students from all of our three campuses. We currently serve over two thousand students, district wide. Our campuses serve Pre-K through 12th grade, although our focus will be on students in grades 3rd-12th. The funding will allow us to have a full-time Program Director that will oversee the three sites. We will employ a full time Site Coordinator for each of the campuses, and a full time Family Engagement Specialist that will work with all sites. We will hire part time highly qualified teachers for the instruction of the ESL adult classes. We will offer three different level of ESL classes.

We will offer the program for 35 weeks during the regular school year. We will also offer 6 weeks in the summer. Our regular program will run Monday through Thursday, from 3:00-5:00pm, and on Saturdays from 8:00am-12:00pm. The summer program will run Monday through Thursday, from 8:00am until noon, for 6 weeks. The summer program will be offered for four weeks, starting on May 30, 2016, and then for two additional weeks, prior to the next school year. This will allow students to receive the additional help they need just before school begins.

All programs are scheduled to start on August 22<sup>nd</sup>. Classes for HGA begin on August 10th. For the adult program, we will offer ESL classes, parenting class, computer classes and other financial workshops. The adult program will be held Monday through Thursday, from 6pm- 9pm, depending on specific classes or workshops.

HGA will serve a minimum of 510 students, along with 120 adult students, in the first year. We expect the numbers to grow in the years to follow.

**TEA Program Requirement 3c:** Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Gateway Academy has always complied with and enforced all safety requirements, and consistently meets all the State Department of Education codes and safety standards. As such, our elementary and primary school program sites present a safe and secure learning environment. Each student that is enrolled in our after-school program will be asked to complete a one page application. That application will include pertinent information, such as, but not limited to, emergency contact information and health and medical information. Each teacher will take roll for their class each day, and any student that needs to leave before that class has officially ended will be required to be signed-out by a person that is authorized to pick up the student.

County-district number or vendor ID: 101828

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**TEA Program Requirement 4a:** Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HGA has successfully assisted students in meeting academic standards in the core subjects (math, reading, science, social studies) that are TEKS- aligned. We provide an out-of-school service to students and their families through community learning centers that offer an array of enrichment activities to complement regular academic programs. A test is pre-arranged for each student that enrolls in the program, to determine their need. That test is one of the factors that are taken into consideration when deciding the activities that will most benefit the students. Recommendations are then made to the parents. We also take teacher referrals into consideration when developing the activities and when placing the students in the program. Students are tested to ensure that they are in the classes that most benefit them academically and socially. Surveys are administered to students, parents and the staff to ensure that activities that are both fun and educational are provided. Program changes are made as the need arises. Our staff provides intervention support by providing assessment strategies that involve differentiated instruction, multiple informational learning level books and customizable activities. Professional development activities that improve the knowledge of teachers and staff will enable them to better involve parents in their children's education, including parents of limited English proficiency and immigrant children. We address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented) and students with limited English proficiency. A committee has been established to review the progress of the students. They will meet at least once a month to determine if any changes are needed.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**TEA Program Requirement 4b:** Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Gateway Academy will have highly qualified teachers conducting the classes for the after-school program. Each class will have no more than 17 students. Alongside the teachers, we will have teacher's aides who will help with the students who need additional assistance. Our program is designed to target those students who are at risk of academic failure. Our site coordinators will work closely with our students' homeroom teachers to ensure that the students who need extra attention, or one-on-one or small group instruction, are placed in the appropriate class.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**TEA Program Requirement 5a:** Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our Family Engagement Specialist will be responsible for creating effective adult family programming. She will work on encouraging families to participate in their child's education, and help to strengthen the skills parents need to ensure their child's success. Our specialist will conduct a needs assessment plan, coordinate activities and work on all campus initiatives. Our Family Engagement Specialist will also work with local community centers and businesses to promote participation in our adult programming. She will attend all required training sessions and meetings. The Family Engagement Specialist will also work closely with the Project Director and site coordinators to make sure that we are meeting all goals pertaining to parent involvement and student academic achievements.

**TEA Program Requirement 5b:** Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will work closely with the Project Director and site coordinators to make sure that we are meeting all goals pertaining to parent involvement, as set forth through this grant. She will work closely with all of our homeroom teachers and school counselors to ensure that we meet our attendance goals for the adult programming. Our school currently offers parenting sessions for all of our students' parents. We will use those sessions to communicate to our parents the importance of participating in the adult education program. We have strong relationships with local businesses, community centers and with the National Council of La Raza, who can refer adults that live within our local community to our program.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101828

Amendment # (for amendments only):

**TEA Program Requirement 5c:** Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Gateway Academy takes pride in the services it makes available to adults, not only the parents of our students, but parents within the local community. All parents will become educated on how to help their child to improve and achieve in the classroom. These programs will help them to reinforce at home what the child is learning at school. For parents of younger children, the stages of educational development will be addressed. Parental guidelines, role-modeling information, guest speakers, and student-parent round table discussions will be offered to all adult students, in both English and Spanish. Our adult programs will also encourage parents to be positive examples and will provide strategic ideas that may be incorporated into their daily lives. HGA's adult program will provide ESL classes, 1st Time Homeowner classes and computer classes. These courses will be held at our Evergreen campus. Our adult participants can join us Monday through Thursday from 6pm-9pm. Daycare will be made available.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 101828		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101828

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101828

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101828

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101828

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 101828		Amendment number (for amendments only):		
<b>Barrier: Lack of Support from Parents (cont.)</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Shortage of Qualified Personnel</b>				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101828			Amendment number (for amendments only):	
<b>Barrier: Lack of Knowledge Regarding Program Benefits (cont.)</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barriers</b>				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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